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**On Site Review  
Descriptions of Categorical Programs**

**Office of School Improvement  
Field Services Unit**

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**OFFICE OF SCHOOL IMPROVEMENT  
FIELD SERVICES UNIT**

10/3/2006

**Descriptions of Categorical Programs**

**Title I, Part A – Improving Basic Programs**

The Title I, Part A program is designed to help disadvantaged children meet high academic standards by participating in either a school wide or a targeted assistance program. Schoolwide programs are implemented in high-poverty schools following a year of planning with external technical assistance and use Title I funds to upgrade the entire educational program of the school. Targeted assistance programs provide supplementary instruction to children who are failing or most at risk of failing to meet the district's core academic curriculum standards. School-based decision-making, professional development, and parent involvement are important components of each district's Title I, Part A program.

**Title I, Part C – Migrant Education Program**

The Migrant Education Program is designed to support high-quality comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The program provides educational and support services to migrant children and youth through both regular school year and summer programs. Children are eligible if their families have moved within the previous 36 months to obtain temporary or seasonal work in agriculture or fishing. Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year. The program also supports identification and recruitment activities across the state to locate migrant families and inform them of available services.

**Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

The Title I, Part D program provides supplementary services to children and youth in state agency and local facilities for neglected or delinquent children. The services are designed to improve academic achievement, facilitate the transition of institutionalized children and youth into a regular school setting, and help prepare participants for high school completion, training and employment, or further education. Funds are awarded to state agencies and local or intermediate school districts based on their counts of children/youth in facilities for delinquent children/youth.

## **Title I – School Improvement**

The Title I School Improvement funds are designed to meet the Michigan Department of Education's (MDE) responsibility to distribute and target resources sufficiently to make a difference to local schools and school districts where the needs are greatest. It is a priority for MDE to allocate these funds to the lowest achieving schools; to schools that demonstrate the greatest need for such funds; and to schools that demonstrate the strongest commitment to ensuring that the funds are used to assist the lowest achieving schools make progress on their school improvement plans.

## **Title II, Part A – Teacher and Principal Training and Recruiting**

This program was created as a combination of the former Eisenhower and Class Size Reduction programs through 2001-02. The Title II, Part A program is focused on recruiting, training, and retaining highly qualified staff, as well as recruiting and hiring supplementary staff. These funds may also be used to reduce class size, particularly in the early grades. This program supports teachers' professional development across all core academic subjects.

## **Title II, Part D – Enhancing Education Through Technology**

The Title II, Part D program consolidates the current Technology Literacy Challenge Fund (TLCF) and Technology Innovation Challenge Grant programs into a single state formula grant program to support the integration of educational technology into classrooms to improve teaching and learning.

## **Title III – Language Instruction For Limited English Proficient and Immigrant Students**

The Title III program is designed to assure speedy acquisition of English language proficiency, assist students to achieve in the core academic subjects, and to assist students to meet State standards. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.

## **Title V, Part A – Innovative Education Program Strategies**

The Title V, Part A program is designed to support local innovation and reform by providing supplementary funds to be used in one or more targeted areas. See the detailed list of programs in Appendix A.

The legislation requires consultation with parents, teachers and school administrators regarding the use of each district's Title V, Part A funds.

## **Title VI – Flexibility and Accountability**

Part A, Subpart 2 – The purpose of this subpart is to allow States and local education agencies the flexibility:

1. to target Federal funds to Federal programs that most effectively address the needs of States and localities; and
2. to transfer Federal funds allocated to other activities to allocations for certain activities authorized under Title I.

No additional funding is made available through this subpart.

## **Title X, Part C – Education for Homeless Children and Youth**

The purpose of the Title X Education for Homeless Children and Youth, also known as the McKinney Vento Act, is to assist districts to remove barriers to the enrollment, attendance or success in school of homeless children and youth. Grant funds support homeless children and youth in a variety of ways to ensure that they have access to the same challenging state standards and high quality education as other students.

## **Refugee Children School Impact Program**

The purpose of the Refugee Grant program is to provide for some of the costs of educating refugee children incurred by local school districts in which significant numbers of refugee children reside. Goals include improvement of resettlement outcomes including English language training and cultural assimilation programs. The Michigan Refugee Children School Impact Grant articulates the two goals of the program into four broad objectives: School Entry Preparation Services, Language Skills, Challenging Curricular Standards, and Partnerships to Assist Transition.

## **Comprehensive School Reform**

The Comprehensive School Reform (CSR) Program is a federal initiative designed to help high-needs schools improve student achievement by implementing comprehensive school reform programs that are based on research and effective practices, and include an emphasis on basic academics and parent involvement. Competitive grants are provided to fund the technical assistance, professional development and special instructional materials costs of adopting a national comprehensive school reform model that has demonstrated its effectiveness in raising student achievement and has been replicated successfully in other schools. To be eligible for a CSR grant, a school must have a poverty concentration of at least 50%. Most of the grants are awarded to schools that also have low MEAP scores. Schools and districts must reallocate other funds, such as Title I and Section 31a funds, to support staff and other ongoing costs of implementing the model.

### **Section 31a – Programs for At-Risk Pupils**

Section 31a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. These criteria include low achievement on MEAP tests in mathematics, reading or science; failure to meet core academic curricular objectives in English/language arts or mathematics (applies to grade K-3 pupils only); or the presence of two or more identified at-risk factors. The funds may also be used for class size reductions in grades K-6 in schools above the district's poverty percentage. Section 31a funds are limited to direct services to pupils and may not be used for administrative or other related costs.

### **Section 41 – Bilingual Programs**

Section 41 of the State School Aid Act provides funding to districts to support bilingual instruction for pupils of limited English-speaking ability. The legislation specifies that the funds are to be used solely for bilingual instruction in speaking, reading, writing or comprehension for limited English-speaking pupils. Funding is based on the number of eligible membership pupils who will be provided bilingual instruction.